DOCUMENT RESUME

ED 122 144 CE 007 087

TITLE	Career Education Resource Laboratory (CERL) Project. Final Report. Phase III.
INSTITUTION	Eastern Illinois Univ., Charleston. Center for Educational Studies.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
BUREAU NO	V361068
PUB DATE	30 Apr 76
GRANT	RDD-DC-C01
NOTE	37p.; Photographs will not reproduce clearly; For related documents, see ED 101 077 and ED 110 663
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Career Education; Computer Assisted Instruction; Demonstration Centers; *Information Dissemination; *Inservice Education; *Preservice Education; Program Development; Program Evaluation; *Resource Centers

ABSTRACT

Phase 3 of the Career Education Resource Laboratory (CERL) project at Eastern Illinois University consisted of three major activity areas: demonstrations, disseminations, and workshops. CERL's demonstrations of Computerized Vocational Information System (CVIS) were conducted at Eastern Illinois University and the Comprehensive Illinois Occupational Education Demonstration Center at Toledo, Illinois. An "Annotated Bibliography of CERL Materials", a "Bibliography of Free Materials", and "Yellow Pages of Community Resources" were compiled for distribution; materials were loaned to the 29-member school districts of the Eastern Illinois School Development Council (EISDC); and a monthly newsletter was distributed. Inservice workshops were conducted on-site within EISDC member school districts as well as outside districts, and numerous preservice presentations were given to Eastern Illinois University classes. Other topics covered in the final report include: problems, publicity activities, progress on data collection and evaluation plans and procedures, and staff development. Related material on project organization and publicity and a copy of the monthly newsletter are appended. (EA)

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ED122144

FINAL REPORT

Project No. V361068
Grant No. RDD-DC-C01

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION RESOURCE LABORATORY (CERL) PROJECT

CENTER FOR EDUCATIONAL STUDIES
School of Education
Eastern Illinois University
Charleston, Illinois 61920

Carol Sanders
Project Director

September 1, 1975 - April 30, 1976

CE007087

The CERL Project was conducted Pursuant to a contract with the Research and Development Unit, Division of Adult Vocational and Technical Education, Illinois Office of Education.

ACKNOWLEDGEMENTS

As in the past, the individual and cooperative efforts of the Career Education Resource Laboratory (CERL) project staff greatly contributed to the success of the project. The staff was comprised of:

Diane Blair . . . . . Project Associate
Bob Bunten . . . . . Project Associate

Again, gratitude is extended to Dr. Harry Merigis, Dean of the School of Education and Dr. Charles Joley, Coordinator of Occupational Studies, who served as administrative officer for the project.

A special thanks to Mr. Paul Bergart and Dave Schaub, of Eastern Illinois University's Computer Center who contributed their time and knowledge to the successful implementation of the University of Evansville's CICS version of CVIS (Computerized Vocational Information System). Thanks also to Dr. Roland Spaniol, Director of the Computer Center for providing computer time in the development and implementation of the CVIS program.

Our appreciation is extended to Dr. Dan Thornburgh for the use of the Eastern News facilities. The cooperation of typesetter, Mr. Beryl McClerren,made possible the publication of our monthly newsletter.

We are indebted to the twenty-nine member school districts of the Eastern Illinois School Development Council, the Ten County Task Force and Advisory Council with whom we have worked over the past three years. Their cooperation, advise, and time was greatly appreciated throughout the various phases of project activities.

Without the assistance of our most able Project Secretary, Cary Estrem, we would not have been able to accomplish those things we did. Thank you, Cary, for a job well done.

Carol Sanders

Carol Sanders
Project Director

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COMPENDIUM OF THE CERL PROJECT

The Career Education Resource Laboratory (CERL) Project contract began September 1, 1973 and concluded April 30, 1976.

During the feasibility phase (Phase I), the CERL staff conducted a massive survey in twenty-seven of the twenty-nine member school districts of the Eastern Illinois School Development Council (E.I.S.D.C.) to determine the need for a career education resource laboratory to serve the area. As a result of the needs shown, and upon the recommendations of members of a ten county task force and citizens advisory council, the Career Education Resource Laboratory located at Eastern Illinois University was established in September, 1974, (Phase II) to assist in expansion and development of career education programs in the E.I.S.D.C. member districts.

Services to the twenty-nine member (K-12) school districts included:

1. On-site inservice workshops based on needs of local school districts.

2. The distribution of the Yellow Pages of Community Resources, a directory of resources and services offered by industry, parents, and teachers in the ten county area, to all attendance centers in the E.I.S.D.C. member districts.

3. The publication and distribution of a monthly newsletter, To Be or Not To Be.

4. The implementation and demonstration of CVIS (Computerized Vocational Information System) to high school students and interested area educators.

5. The purchasing and loaning of selected career education materials to local educators.

6. An open telephone line to the CERL office for anyone wishing assistance with program development.

7. The development and production of two slide tape presentations,

"Previewing CERL" and "What's Goin' On in Career Education," to be used for project presentations.

8. Consultant services upon visiting the CERL office.

In addition, with the opening of the CERL offices in the Buzzard Education Building, services were expanded to meet the needs of E.I.U. (Eastern Illinois University) personnel and students.

During the demonstration phase (Phase III), CVIS was demonstrated at the CERL library office, as well as the C.I.O.E.D.C. (Comprehensive Illinois Occupational Education Demonstration Center) Project at Cumberland Unit #77 in Toledo, Illinois. All other activities were continued and demonstrated during this phase, as well, and included:

1. Inservice workshops.
2. Preservice presentations.
3. Monthly newsletter, To Be or Not To Be.
4. Addition of Senior Citizens Section to Yellow Pages of Community Resources.
5. Consultant services.
6. Material displays and demonstrations.
7. Development and distribution of Annotated Bibliography of CERL Materials.

CERL offices were open daily from 8:00 a.m. to 5:00 p.m. for demonstration purposes as well as continued services to both local educators and E.I.U. personnel and students. The Third phase saw an increasing interest in E.I.U. preservice program involvement.

In addition to daily demonstrations, CERL was chosen as one of the projects to be demonstrated, on three different dates, at the C.I.O.E.D.C., to visitors from across the nation.

ACCOMPLISHMENTS:

It was the purpose during Phase III of CERL (Career Education Resource Laboratory), to serve as a model center and to demonstrate the services it provided to both public school personnel and future educators. CERL demonstrated its model to visitors interested in implementing a similar center in other areas of the state or nation.

The following objectives were met during Phase III:

1. Through demonstrations, CERL served as a model to visitors.
2. Through demonstrations and displays, visitors to CERL became aware of the services CERL provided area educators.
3. Through inserivce, teachers, counselors, and administrators were assisted in the development or expansion of career education programs.
4. Through preservice, prospective teachers were presented techniques for implementing career eudcation programs.
5. Through means of a monthly newsletter, teachers, counselors, and administrators were kept abreast of current career education trends, programs, and implementation techniques.
6. Through dissemination of materials, local educators had access of CERL materials for program usage.

The demonstration phase of CERL was conducted through a cooperative arrangement between Eastern Illinois University and the public schools surrounding Eastern. CERL's services to the public schools were demonstrated at E.I.U. and the C.I.O.E.D.C. (Comprehensive Illinois Occupational Education Demonstration Center) at Toledo, Illinois.

As a means of communication with the public schools, CERL continued to publish the monthly newsletter, To Be or Not To Be. To continue the development of district wide career education programs, CERL aided the public schools by conducting inservice sessions within school districts. The development of CVIS (Computerized Vocational Information

System) was continued and demonstrated to visitors to the Laboratory.

Materials were loaned to area educators and to E.I.U. personnel and students. CERL staff members conducted numerous preservice activities for both graduate and undergraduate classes at Eastern Illinois University.

MAJOR ACTIVITIES AND EVENTS:

Phase III of CERL was broken down into three major activity areas as shown in Appendix I: demonstration, dissemination, and workshops. Major activities and events in each of the three areas were as follows:

Demonstrations:

1. Materials and services of CERL were demonstrated daily to visitors from campus, local educational agencies, and visitors from across the state and nation. In October an Open House was held for educators from a five county area.

2. Specific demonstration days twice a month were established for CVIS through December, 1976.

3. The CERL and CVIS project were demonstrated at the C.I O.F.D.C. project at Greenup, Illinois on three different occasions.

Disseminations:

1. An Annotated Bibliography of CERL Materials was compiled and sent to anyone requesting a copy. Notice of its availability was sent to the twenty-nine member school districts of the E.I.S.D.C.

2. Materials were loaned to E.I.S.D.C. member school districts, E.I.U. faculty and students and other interested educators.

3. Subscriptions for the monthly newsletter, To Be or Not To Be, were solicited from all those who received the Newsletter in 1974-75. Subscribers from both in and out-of-state received eight issues of the newsletter. Complementary copies were sent to various state agencies, visitors to the Lab, and students on E.I.U.'s campus.

Workshops:

1. Inservice workshops were conducted on-site within E.I.S.D.C. member school districts as well as districts from outside the ten county area.

2. Numerous preservice presentations were given to E.I.U. classes both in and out of the Lab.

3. Various presentations were given to professional and student organizations both on and off campus.

PROBLEMS:

Problems during Phase III were minor. The one area that could have been more successful was CVIS. Staff at E.I.U.'s Computer Center encountered numerous problems in implementing CVIS on CICS, E.I.U.'s computer system. Finally in October it was discovered that the University of Evansville, Indiana had made the CICS conversion, complete with all the latest updates. This program was purchased and implemented late in December just at the time CERL's budget allocations for CVIS were depleted. However, the program demonstration was continued through the C.I.O.E.D.C. at Cumberland High School.

Due to the faulty CVIS program from September through mid December, demonstrations at the Lab was held at a minimum although two demonstration days a month had been established.

In an effort to keep publication costs of the monthly newsletter, To Be or Not To Be, at a minimum, newsletter printing facilities were not the best. Many times it was difficult to meet monthly deadlines as the staff often had to wait long periods of time for the type to be set and corrections to be made.

It is felt among project personnel that by charging a subscription rate we actually spent more for publication and dissemination due to the fact that:

1. Advertising efforts increased.
2. Monthly savings for having 700 copies printed as opposed to 250 was approximately $3 to $5 monthly.
3. Postage rates increased as copies had to be mailed first class since mailings did not meet the required numbers for bulk rates.

Although the Lab was open Monday through Friday from 8:00 A.M. to 5:00 P.M., it was difficult for area teachers to come and check materials

in and out. An effort was made to open the Lab one evening a week prior to graduate classes; however, this did not meet the needs of those teachers not enrolled in classes.

PUBLICITY:

News releases announcing CERL's services to local schools were sent to twenty-eight area newspapers in addition to Eastern News, the Eastern Illinois University campus newspaper. CERL services were also published in an article on the front cover of To Be or Not To Be.

A flyer advertised an Open House for area educators during a Five County Institute Day held in Charleston, Illinois.

During the year, many people came to the Lab to use the services provided. Prominent visitors included:

Dr. James A. Yutzy, Administrator, Indiana University
Dr. John Henard, Assistant Superintendent, Educational Service Region, Rockford, Illinois
Charles Igbowegwa, Nigerian Student doing Independent Study in Industrial Technology.
Dorothy Lawson, Project Director, C.I.O.E.D.C.
Donna Fuson, Donna Strickland, Sandra Wittman, Project Staff, Urban Career Education from Northwest Educational Cooperative in Arlington Heights, Illinois
Claude Hinman, Curt Miller, Marita Weaver, Rural Illinois Career Education Project, Tamms, Illinois
Dr. Fred McCormick, C.I.O.E.D.C. Third Party Evaluator
Dorothy Westbrook, and three faculty, Pembroke Alternative School
Bonnie Kimball, Area Nine CETA Office
Dr. Carl Gasaway, IOE
Dr. Don Christ IOE Field Representative

For copies of newspaper articles, see Appendix II.

DISSEMINATION ACTIVITIES:

The following documents and materials were disseminated during Phase III:

1. Monthly Newsletter.
2. Annotated Bibliography.
3. Senior Citizens Section of Yellow Pages of Community Resources.
4. Bibliography of Free Materials.
5. Career Education Materials.
6. Reports.

Eight issues of To Be or Not To Be were published and disseminated. Of the one hundred twenty-one copies sent out monthly, eighty-eight were paid subscriptions and thirty-three complementary. Copies were also used for advertising purposes and given to workshop participants, student groups and visitors to CERL. At least 250 copies were distributed each month. Of this number, indications are that duplicate copies were made so that several times that number read the publication.

The Annotated Bibliography of CERL Materials was sent to member school districts of the E.I.S.D.C. as well as anyone requesting a copy.

An addition was made to CERL's Yellow Pages of Community Resources, which was developed during Phase II of the Project, and was in the form of a Senior Citizens Section. Since this information pertained to Coles County volunteers, only attendance centers in this county received these additions.

The Bibliography of Free Materials was sent out to schools and individuals on a request basis.

Career Education Materials located in the Lab were loaned to Eastern Students, E.I.U. Faculty and to local educators for a period of two weeks.

Handouts at various presentations, both inservice and preservice included:

1. "What's Goin' On in Career Education" Script.
2. "Previewing CERL" script.
3. Career Education Elements and Concepts.
4. Subject Matter.
5. Parent Involvement.
6. How to Get the Most From a Learning Experience Outside the Classroom.
7. How to Prepare for a Field Trip.
8. How Do You Use Your Experience When You Return To The Classroom.
9. The Poor Scholar's Soliloquy.
10. Infusion Strategy.
*11. Examples of Methods.

Reports were filed monthly to the Center for Educational Studies, School of Education, Eastern Illinois University, indicating project progress and activities. Quarterly Reports were filed with the Research and Development Unit, Adult Vocational and Technical Education, Illinois Office of Education.

Methods of dissemination included:

1. Visits to CERL.
2. Preservice presentations to E.I.U. Classes.
3. Inservice presentations to area schools.
4. Presentations to school groups (K-12).
5. Presentations to organizations.
6. Consultant services to individuals, school groups and project groups.

Presentations were made to the following groups:

Eastern Classes:

Speech Communications (3)**
Early Childhood Development
EMH 2300 (4)**
Curriculum Development (3)**
Industrial Arts Elementary Majors
Graduate Social Studies Methods Class

* Copies of these handouts were included in CERL's Phase II Final Report
** Individual Presentations

ED 2300
Graduate Curriculum Class
Home Economics Senior Seminar (2)**
Home Economics Methods Class
Seminar in Occupational Education Graduate Class
IMPACT
Elementary Guidance Methods Class

Workshops:

Okawville School District
Springfield School District Careers Day (3)*
Jasper County Institute (K-6) (2)*
Lovington Inservice (7-12)
Sullivan Inservice
C.I.O.E.D.C.
Salem Inservice (9-12)
Blue Mound Inservice (K-12)

School Classes (K-12):

Junior High Health Class
Gifted Students from Charleston Junior High

Organizations:

Delta Phi Epsilon, Business Educators
Association for Childhood Education in Illinois, Eastern Illinois University Chapter
Illinois Guidance & Personnel Association, Northern Illinois University
Illinois Guidance & Personnel Association, Greenville Conference
Student Home Economics Association

Consultants To: (One hour to two day time blocks)

Student Teachers, E.I.U.
Lakeland Junior College Instructors
Pembroke Alternative School (4 teachers)
IMPACT Interns (9 individuals)
Headstart Teachers from Charleston
Sandra Doker, Counselor from Malta
Rick Carr, Counselor from Stockton
Three Educators from Newton
Junior Block Students, E.I.U.
Three Special Education Teachers from Mattoon
Graduate Counseling Interns at Charleston Junior High
Home Economics Students
Social Studies Students doing extensive program on Community Resources
Teacher from Springfield School System

** Individual Presentations
* Individual workshops

Three Project Members from Northwest Educational Cooperative in
Arlington Heights, Illinois
Dr. Cooper's IMPACT Interns
Eleanor McCabe, Counselor, Charleston Junior High
John Heltzer, Counselor, Cowden-Herrick
Mr. Glowde, Stewardson-Strasburg, Principal
Counselor, Stewardson-Strasburg
Ann March, Vandalia, Counselor
Dr. Green, Dr. Moler, Ed. Psychology & Guidance, E.I.U.
Charles Igbowegwa, Industrial Technology Graduate Student
Pat Peterson, Counselor, Neoga

PROGRESS ON DATA COLLECTION & EVALUATION PLANS:

Data was collected in these ways:

1. Checkout of Materials.
2. Visitors to Lab who signed Register.
3. Newsletter--Complementary Copies & Subscriptions.
4. Presentation Numbers.
    a. E.I.U. Classes
    b. To School Groups (K-12).
    c. To Workshops.
    d. To Professional Organizations.

Charts are attached to indicate the types of presentations, number of contacts, frequency and types of materials loaned, and breakdown of numbers and positions of CERL visitors.

Newsletter Dissemination

Supscriptions.	88
Out of State 14	
In State 107	
Complementary (on monthly basis)	33
TOTAL	121

Evaluation:

All components of the laboratory were under constant evaluation. Before purchase, all commercial materials were previewed, critiqued, and evaluated. These evaluations were considered when recommending materials for use. Materials which did not meet the standards set by the staff were discarded. User evaluation forms aided the staff in ordering duplicate copies of materials or new materials for preview. Materials were previewed on a weekly basis.

The staff constantly reviewed the needs of the people it served.

Newsletter evaluations from subscribers assisted the CERL Staff to determine if reader needs had been met and suggested future Newsletter activities.

The following newsletter reader comments were collected from correspondence and reader evaluation:

Nat Etzel, Career Education Coordinator
Medford, Oregon — Sept. 15, 1975

"I have had the opportunity to review your publication, "To Be or Not To Be." Would it be possible to be placed on a regular mailing of your newsletter?

Also, would we have the opportunity to reproduce any of the materials?"

* * *

John Washburn, Consultant
Research and Development Unit
Illinois Office of Education
Springfield, Illinois — November 13, 1975

"I just received "Volume 2, No. 2" and it looks excellent."

December 19, 1975

"I just got a copy of the newsletter. You keep coming up with some super ideas. I especially like the puzzle."

* * *

Ron Pastori
Curriculum Director
Boubonnais, Illinois 60914

"I have obtained a couple of copies of your "To Be or Not To Be" booklets and consider them to be well done and informative. Are these still in print and if so how would I go about receiving issues of them:

I feel they would be very helpful to our teachers in helping them organize their Career Education activities."

* * *

William E. Bell, Regional Coordinator
Wasco Intermediate Education District
The Dalles, Oregon

"I wish to be included on your mailing list of those who receive the newsletter, "To Be or Not To Be," which is published under the auspices of the Career Education Resource Laboratory, of Eastern Illinois University."

READER EVALUATIONS

Vocational Director, Central Oregon Career Education
Redmond, Oregon

"We utilize a portion of the newsletter to send to all the teaching staffs within the Central Oregon Region. (1000 copies - each newsletter)

* * *

Dr. Len Poleszak
State University College
Buffalo, New York

"Keep doing your thing! Don't water stuff down - remain practical - hints to classroom teachers are great!!

I try to share contents with 25 grad students in Career Ed. Occasionally I duplicate copies of some contents.

We've submitted a proposal to the USOE Career Ed. for a C.E. Resource Center and monthly publication. If it's funded, I plan to visit you and yours. Congrats on job you're doing."

* * *

A.K. Pfahl
Clackamas County Intermediate Education District
Marylhurst, Oregon

"200 teachers read the Newsletter each month. This is by far the most useable newsletter that I have used, seen or subscribed to."

* * *

Betty Barr
Omaha Public Schools
Omaha, Nebraska

"We think that "To Be or Not To Be" is great!"

* * *

Vocational Coordinator
Capital Area Vocational Center
Springfield, Illinois

"I thoroughly enjoy, "To Be or Not To Be." It is an excellent means of keeping up on what's new. The activities are excellent ideas and can be utilized for teacher inservice as well as for students."

* * *

Staff evaluation was an on-going process. Group discussions were held to appraise the laboratory operation in relation to the extent to which the original objectives were being met. Monthly and quarterly reports indicated project progress.

The CVIS portion of CERL was evaluated by Dr. Fred C. McCormick, Third Party Evaluator assigned to the C.I.O.E.D.C. project at Toledo, Illinois.

Presentations Made to Groups - A Comparison
1974-75 and 1975-76*

Type of Groups	1974-75 Number of Groups	1974-75 Number of Students	1975-76 Number of Groups	1975-76 Number of Students
Classes at EIU (Preservice)	12	315	25	757
Workshops in Area Schools (Inservice)	15	520	10	301
Area School Classes (K-12)	2	300	2	31
Professional Organizations	6	185	7	180

*Figures ending April 10, 1976.

Use of Career Education Resource Laboratory Materials
1975-76

	Number of People	Professional Materials	K-6 Student Materials	7-9 Student Materials	10-12 Student Materials
EIU Students	103	64	117	18	57
EIU Faculty	21	18	12	3	7
Local Educators	71	23	75	24	65
TOTALS	223	105	204	45	129

Visitors Signing Guest Register
at
Career Education Resource Laboratory*
(CERL)

Type of Visitor	Number
EIU Students (Graduates and Under-Graduates)	200
Area Teachers	53
Area Counselors	11
Area Students	6
EIU Faculty	5
Special Projects Staff Members	5
Others (Sales Representatives, Visiting Professors, IOE Consultants, Librarians, Administrators, CWT Coordinators, Head Start Director)	27
TOTAL	367

*This is only the number who signed the guest register. This is an inaccurate figure since only first-time visitors sign and then only when a Staff member reminds the visitor.

OTHER ACTIVITIES:

1. Planned an Open House.
2. Previewed Materials.
3. Ordered Materials.
4. Designed Bulletin Boards.
5. Implemented Evansville Version of CVIS.
    a. Sent for and received code books for the Four Year College Update, Occupational File Update, and Trade and Technical Schools Script.
6. Met with Harry Ring concerning possibility of CETA funding CVIS after depletion of project funds.
7. Wrote and received contract to conduct three summer workshops.
8. Wrote and submitted proposal for UPDATE in Career Guidance.
9. Met with Region IV Superintendents to explain SCILLshops.
10. Kept CERL open Thursday evenings for those teachers attending graduate classes.
11. Assisted Eastern faculty members in writing priorities for AVTE.
12. Submitted priority for continued funding for CERL.
13. Sought sources for internal source of funding for CERL.

STAFF EMPLOYMENT & UTILIZATION:

Carol Sanders continued as Project Director, Diane Blair was hired as half-time Project Associate to replace Judy Barford, and Cary Estrem served as half-time Project Secretary. Bob Bunten served as Project Associate half-time through December until funds were depleted for CVIS development.

STAFF DEVELOPMENT:

Carol Sanders, Project Director, participated in the following professional activities:

1. AVA Convention.
2. Midwinter IGPA Conference at Northern Illinois University.
3. IGPA Spring Conference at Greenville College.
4. SIGI Demonstration (Computer Based Aid to Career Decision Making) Illinois State University.
5. C.I.O.E.D.C. Demonstration Days. (3)

Diane Blair, Project Associate, completed a Masters Degree in Guidance & Counseling and the following courses toward a Specialist Degree in Administration:

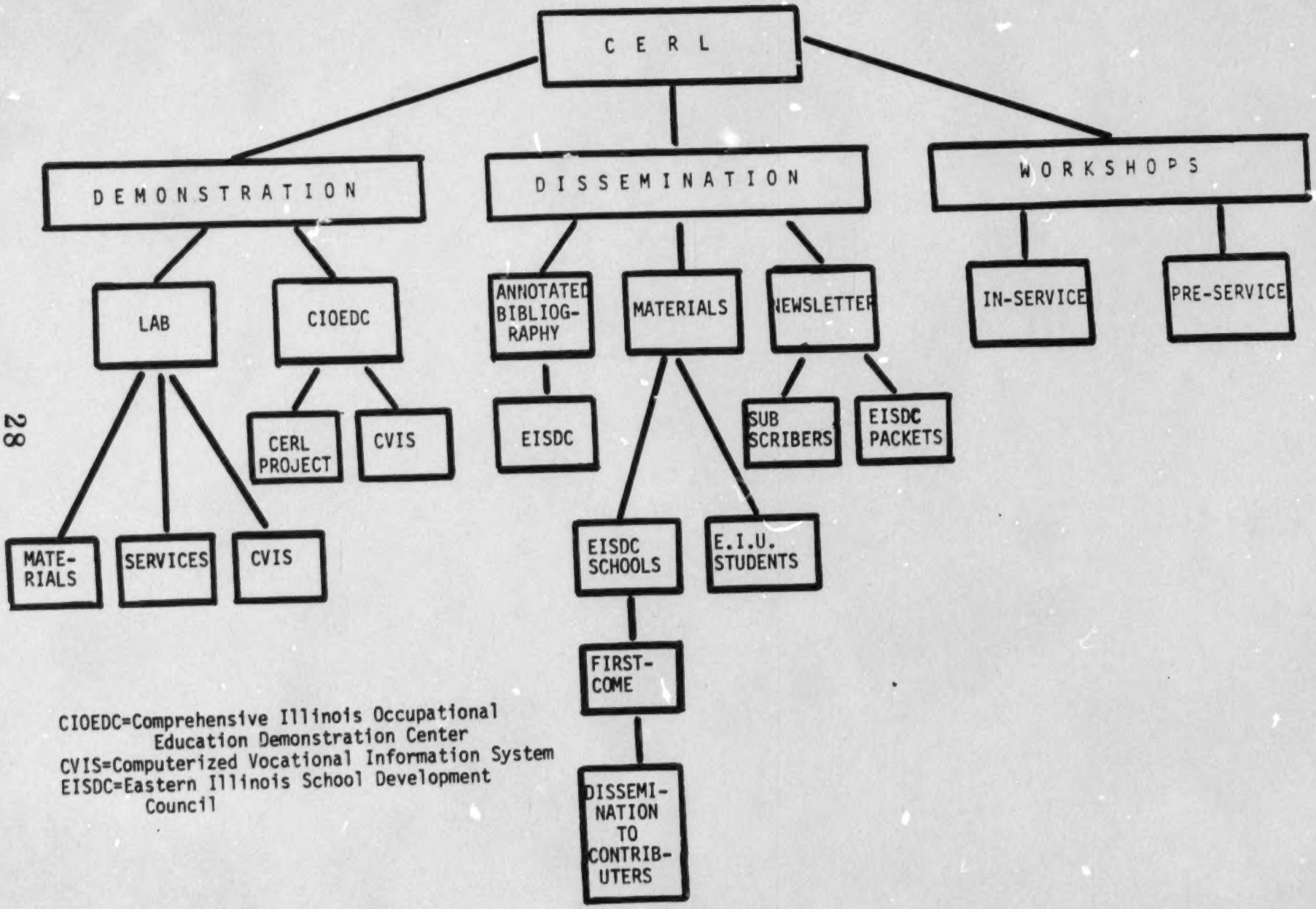
1. Introduction and Orientation to School Administration.
2. Introduction to Research Methods.

Both Diane and Carol attended:

1. PAGE 2 Advisory Council Meeting.
2. Meeting with staff of Professional and Curriculum Development Unit, DAVTE, Illinois Office of Education.
3. Sub-Regional Workshop for Area Administrators sponsored by IOE.

Cary Estrem, Project Secretary, completed two courses toward an undergraduate degree.

APPENDIX I



CIOEDC=Comprehensive Illinois Occupational Education Demonstration Center
CVIS=Computerized Vocational Information System
EISDC=Eastern Illinois School Development Council

APPENDIX II

CERL Is There For The Using

Another summer, another school year beginning! How time flies by! And with this first issue of **To Be or Not To Be**, the people in the Career Education Resource Lab (CERL) want to review again the various services available to assist you in your career education endeavors.

Newsletter. **To Be or Not To Be** is published eight times during the year on a $3.00 subscription fee (see attached flyer). Items in each issue will include: Activities for various age levels, listings of free materials, bulletin board ideas, materials reviewed that you may either buy from the company or borrow form CERL, activities in career education that are notable, and upcoming career education activities in which you may be interested.

CVIS (Computerized Vocational Information System). This service is on dispaly in the lab and is there for demonstration purposes. Information about occupations and educational opportunities is available for the students' use.

Yellow Pages of Community Resources. EISDC Members, (Eastern Illinois School Development Council), now is the time to update your Yellow Pages! We suggest that you make your own community contacts as people are more willing to volunteer their services if contacted by someone they know. Inform us if you need sample resource information forms. By the way, if you still have not located your school's Yellow Pages of Community Resources, ask your principal or librarian for its location.

Materials. Films, filmstrips, books, magazines, ditto masters, games, posters, and activities are available on a two week loan basis.

Annotated Bibliography. CERL's Annotated Bibliography will soon be ready for distribution to EISDC member schools. We have asked the superintendents to place the order for each district.

Please make use of these services. There are exciting new things happening in career education - make sure you know what is happening as it happens! Using CERL is one way to keep up on things!

Workshops. These 2-hour or 4-hour workshops are for the purpose of aiding the development of career education programs in your school The principal or superintendent will need to make the necessary arrangements, but perhaps some of you who are interested might make the suggestion to the administration.

Direct Assistance. If you have a problem integrating career education into subject matter areas, or if you need suggestions, feel free to call the lab. It is open from 8 to 5 each day, Monday through Friday and from 6:15 to 6:45 each Thursday evening for checking in and out materials. Or call during these hours – 581-5524 – to make your requests.

CERL Personnel

Carol Sanders, as project director, will again be spearheading the various activities of the lab, directing workshops for area schools, and acting as advisor for career education programs.

Again, **Bob Bunten** will be in charge of CVIS (Computerized Vocational Information Service) which is now located in the lab.

New to the staff is **Diane Blair**, project associate, who will be editing this newsletter, **To Be or Not To Be**, and who will assist Carol with various project activities.

Career ed lab to get state grant

By Sandy Pietrzak

A $30,000 grant has been awarded to Eastern to continue the services offered by the Career Education Resource Laboratory (CERL) of the school of Education.

CERL is a center for educational studies which provides materials and workshops dealing with methods of career education to students, faculty and thirty area school districts.

The project began in September 1974 after a proposal was submitted by Eastern to the Research and Development Unit of Illinois' Division of Vocational and Technical Education, Carol Sanders, project director said Saturday.

The first grant was awarded in 1973. Various materials on display in the CERL Lab, located in the Buzzard Education Building room 210, may be borrowed on a two-week loan basis.

A Computerized Vocational Information System (CVIS), providing users with occupational and educational invormation, is available for demonstration in the lab.

Also offered is the Yellow Pages of Community Resources which give information on possible area resource people to the member area schools.

The CERL newsletter, "To Be or Not To Be" is published monthly and includes up-to-date methods and activities in career education.

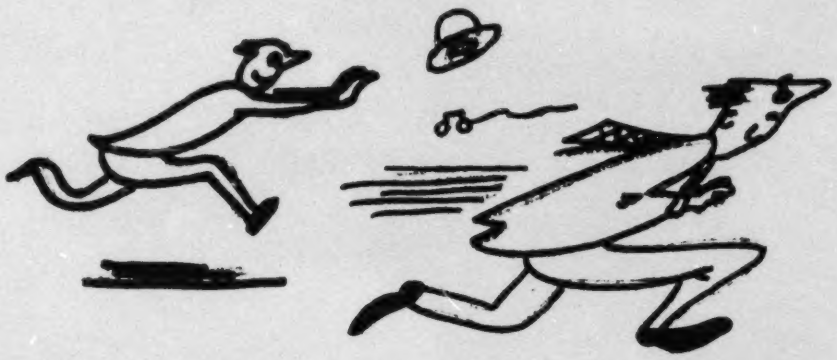
EIU Gets $30,000 Grant

CHARLESTON — Eastern Illinois University's Career Education Resource Laboratory has been awarded a $30,000 state grant.

The grant from the Illinois Division of Vocational and Technical Education will be used "to continue and increase services," according to a press release.

The resource lab serves thirty school districts in a ten county area surrounding Eastern. Services include workshops, a "hot line" for educators, a computerized vocational information system, a monthly newsletter and many types of materials and resources.

The center is directed by Carol Sanders. Offices are located in the Buzzard Education Building.



HURRY ON DOWN TO....

C.E.R.L.

WHERE MATERIALS ARE ON DISPLAY!

OPEN HOUSE TODAY

8:00 to 4:00

Career Games
Posters
Books on Careers
Filmstrips
Reference Guides
Kits
Films

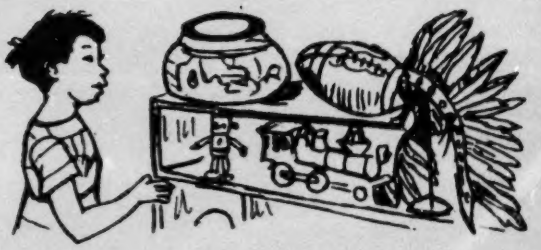
(ALL ARE AVAILABLE ON LOAN TODAY)

CERL - CAREER EDUCATION RESOURCE LAB
210 Buzzard Building (Lab School Library)
Eastern Illinois University
Phone 581-5524

See CVIS (Computerized Vocational Information System)

APPENDIX III

ATTITUDES AND APPRECIATIONS



DECISION MAKING

COPING BEHAVIORS

SELF DEVELOPMENT

LIFE STYLE

EDUCATIONAL AWARENESS

CAREER AWARENESS

TO BE or NOT TO BE

CAREER EDUCATION RESOURCE LABORATORY, EIU Vol.2, No.8

DR. FITE SEES CAREER EDUCATION IN CHINA

Gilbert C. Fite, President
Eastern Illinois University

The concept and practice of career education are vastly different in the People's Republic of China than they are in the United States. The Chinese consider work experience to be an integral part of the entire educational process.

By the mid-1960's, the Chinese leaders believed that education was contributing to revisionist thought and action, and thereby weakening the revolution. In order to prevent those who were receiving an education from developing attitudes that spurned practical work, the Chinese initiated a program of tieing book learning to practical experience at all levels of education.

For example, I visited a kindergarten where five-year-old children were spending several hours a week assembling small cardboard boxes used to hold flashlight bulbs. I saw a third grade class putting ball-point pens together. Many schoolyards have gardens where the children cultivate the soil and plant and care for vegetable crops. Students in secondary schools do practical work in nearby communes or in shops located on the school grounds. I observed a school shop where students were re-threading used pipe and renovating other old equipment. In short, they were doing work that was useful to the economy. The young man I saw running the pipe-threading machine will no doubt be assigned to a job in a plant or factory where he will use that particular skill. Thus, the schools emphasize training in what the Chinese call "productive labor."

However, the emphasis in China is not so much to train a student for a particular job as it is to develop the proper attitude toward all practical work. Neither is there any need to provide opportunities for students to learn about a variety of careers, a major point in American career education.

Secondary school students are assigned jobs upon graduation and do not have a choice of vocation or occupation. Moreover, they are expected to carry out whatever job the state assigns in the proper

Marxist, Leninist and Maoist spirit.

Chinese education is highly structured and is designed to meet the needs of society as determined by the state. Individual desires and preferences are secondary to what authorities consider the greater social good. In short, the Chinese schools are preparing young men and women for the kind of society envisioned by the Communist leadership.

Eighth Grade Class Produces Local Magazine

The students in my eighth grade language arts classes have accomplished something which most high school students have never done. That is, produce a magazine which reveals occupations, strange events, customs, hobbies, and many other topics centering around the people of their county, Cumberland County. The magazine is entitled, "You Ain't Seen Nuttin' Yet," and its purpose is to reveal interesting information about local people that is not generally known by others.

Any magazine involves a certain degree of hard work, and "You Ain't Seen Nuttin' Yet" has been no exception. Eighth graders were called upon to do the jobs of expert journalists, in writing, proofreading, proofmarking, and sometimes rephrasing sentences or even entire articles.

This placed a considerable amount of pressure upon students, but their responses to these pressures have been remarkable.

Valuable skills were indirectly learned within the framework of the magazine, such as:

1. Cooperation – Disagreement was necessary among students, but to "disagree agreeably" became an objective in order to save time and prevent unnecessary confusion.

2. Interviewing – Students learned to delve into the lives of people within the county by using divergent questioning rather than convergent, that is, asking indirect tactful questions to get information people often do not wish to reveal if asked directly.

3. Writing – Each student was assigned to write at least one article for the magazine. The article was to be free from grammatical errors, and to be reasonably cohesive.

4. Mechanical – Each student was responsible for knowing how to operate a tape recorder, a camera, and in some cases a video-tape machine for conducting interviews and recording information.

The production of the magazine has given life to our language arts program and will be continued as one of the main programs in the future. Students have come to see first-hand the value of orthography, grammar, and journalism as it was bound up all in one package, the magazine. If these courses were taught separately, an overall picture of their relevance might not be evident, and therefore not appreciated. The magazine pays tribute to a wealth of different fun-type activities but at the same time adds a big pinch of practicality.

Mr. David Gilley
8th grade Language Arts
Cumberland Junior High
Toledo, Illinois

SELF DEVELOPMENT

Individuals differ in their interests, aptitudes, values, and achievements. Student achievements in school and out of school are often dependent upon these interests aptitudes and values. Each person must be able to differentiate his strengths and weaknesses.

Social, economic, educational, and cultural forces influence self-development. Not only must individuals understand where their strengths and limitations lie, but they must also grasp hold of and make use of these outside forces to their advantage. The school can provide an opportunity to enhance this self development.

An understanding and acceptance of self is important. (Enrichment of Teacher and Counselor Competencies in Career Education, Marla Peterson, director). Springboard activities have been organized to assist in making evident feelings of students and helping them to understand and accept themselves.

Activity Springboards

K-3

A Colorwheel of Myself

Draw a Circle and divide it into six parts. Color the sections of the wheel as follows:

Color section 1 the color of your eyes.
Color section 2 a color you are wearing.
Color section 3 the color of your skin.
Color section 4 another color you are wearing.
Color section 5 the color of your hair.
Color section 6 another color you are wearing.

Cut out the wheel. Paste it on heavy backing paper. Pin it to the eraser end of your pencil and spin it. Does anyone else have a colorwheel like yours?

George, the Ferocious, You Pretend You are Shy

Select children who are normally very shy and attempt to have them role play positions of authority. Also have students who are domineering role play situations or stories where they are very shy Try to have the children express how it feels to be in situations they are not in ordinarily. Pick other over-strong or under-weak characteristics of children and try to get them to role play the extreme.

Toot Toot! Baa Baa! Strike Three!

Record some sounds such as those at the train station, amusement park, farm, or zoo; fire station, swimming pool, baseball game, dentist's office, or others.

Then as the children identify the sounds let them express feelings associated with the sounds such as: fear, excitement, happiness, sorrow. Also let the children express the reasons for these feelings.

You Really Have a Headful of Ideas

Trace around each student's head (or shine a light on him or her and trace the shadow) to make a silhouette of that student's profile. Give the students their silhouettes, a magazine, scissors, glue, and ask them to "fill their heads" with pictures that show who they are. Then display.

A Think Tank

Provide an alone place, where a student can imagine, wonder or muse... Pin, glue, or staple ideas and suggestions on the walls of the "tank." Leave some space for kids to doodle their own thoughts and questions.

Keep the think tank a changing/growing collection of questions and suggestions to spark creative writing. Also have riddles, challenges (things to try), mysteries to solve, tongue twisters, etc.

This Person Has Blue Eyes and Dimples

Begin by having one child describe someone in the room and allow the others to identify the individual. After several descriptions the teacher may ask "How did you know it was Jack or Mary?" Following the responses the teacher may help students understand that people are alike in some ways and different in some ways and then ask why it is important to know oneself.

My Thumb Print is Like No One in The Whole World.

Make finger prints or hand prints of each student. Let the children compare their prints with others to point out the individuality of each person.

4-6

A Summer Career Activity Suggestion Sheet

Send a form home with the students to explain what can be done by the parent in the summer to continue to enrich career development concepts. Suggestions might include games which can be played during vacations while touring in the automobile, places to go locally on tours, and the kinds of materials one should look for in the community.

Make a "Me-Mobile" to Hang

The student will either draw or find pictures to indicate the important things about himself. Somewhere on the mobile should be a real picture of the student or if that is not available, his or her name should appear so other students know who the mobile concerns.

"A" is for Artistic, Agile, and Autocratic

Have your students make an occupation alphabet storybook complete with illustrations. Or make a personal abilities alphabet. i.e. I am: artistic, authentic, agile, autocratic, etc. Or make an appreciations alphabet – things you like to do, places you like to go, etc.

The Me I am Discovering

Each morning give students ten or fifteen minutes to talk about things that happened to them the previous day. Some of these might be:

What was the nicest thing that happened to you?
What was the nicest thing you did for someone else?
What was something that you tried that was new for you?
What was the prettiest thing you saw?
What did you learn about yourself?
What would you like to happen for you tomorrow?

An Informal Inventory Tells a Story

Use this informal inventory to help students verbalize their feelings as well as to give the teacher further understandings about the student.

ABOUT MYSELF...
My name is
Today I feel
Something special about me is
My father always
I'd rather ----- than -----
I like teachers that
My favorite place to be is
Something that bothers me is
When I am alone
At our house we
The most important person in the world is
Before I go to bed I like to
I wish I could
Sometimes I like to
I think school should be a place where
I feel nervous when
I wish people wouldn't
It makes me angry when
Better than anything, I like
I really get angry when
This year I hope
I feel proud when
One thing I'd like to know about the teacher is
One thing I'd like the teacher to know about me is

These Are a Few of My Favorite Things

To develop students' self-awareness and strong, positive feelings about self, try reflecting on a few of MY FAVORITE PERSONS AND THINGS. Use these or other suggestions:

1. Food
2. Sport
3. Clothes
4. Job
5. Animal
6. Treasure/Object
7. Room
8. Friend
9. quality about myself.

At a given signal, students will form a circle and discuss their responses by asking questions which cannot be answered with a simple "yes" or "no." Each student can select three questions to use during this sharing time.

Am I Really Like That?

Look at these phrases and determine if you are a person who can be described in that way:

Sticks up for friends?
Likes to have teachers praise you?
Sticks with a task until it is finished?
Likes the out-of-doors?
Enjoys playing team sports?
Is good at several different things?
Will try something new just for the challenge?
Waits until the last minute to do things?
Prefers to be alone a lot?

After the list is complete divide the students into groups of three. Have them write "yes," "no." or "sometimes" next to each phrase. Then ask them to fold back their papers so that their answers do not show and exchange papers. Have each student in the group guess how the other two respond to each of the phrases. Then compare notes, discuss the messages we send and how they are received.

Canned Opinions

On cans or boxes (you will need three for each student to use at one time) put something similar to:

This is Me
This is Not Me
This is Sometimes Me

On the cards, write various descriptive words, a variety of social activities, etc. The student chooses a can for each response.

Possible items might include:

Attractive	Religious
Athletic	Tired
Shy	Lazy
Boring	I like my father
Leader	I am happy most of the time
Smart	People like me
Kind	I've got problems

When the students finish they might: (1) Discuss the results with a friend. (2) Write a paragraph... I am... (3) Choose one item they want to change and discuss with a friend how to work on it.

I am Interested in a Summer Job, Sir!

Many students will be looking for summer jobs. Here is a list of questions you might want to discuss with them. If there are problem areas, you will want to assist them with suggestions:

1 – Do you know how to start "job hunting?"
2 – Do you know how to fill out an application form?
3 – Did you know you should ask the 3 or 4 references you give if you can use their names?
4 – Did you know you may be asked to pass a physical examination?
5 – Do you know what is included in the job for which you are applying?
6 – Do you have the skills needed to sell yourself to the employer?
7 – Are you prepared to write a few sentences for the employer telling him or her your reasons for wanting work at his place of business?
8 – Do you know how to dress for a job interview?
9 – Do you know how to answer properly the questions asked at the interview?
10 – Do you know how to apply for a social security card?
11 – Did you know that your teachers may be asked about the way you worked and behaved while at school?
12 – Did you know that first impressions are very important?
13 – Are you the kind of person who works well with other people?
14 – Did you know that most people lose their jobs because they are not dependable, honest or cooperative?

(From Springboard by Springboard by Special Service Supply)

Let's Itemize Qualities and Skills

Have students make two lists: (1) personal qualities, and (2) personal skills. In the first column have the students list such qualities they have as: likes being with people, likes being out-of-doors, dislikes getting up early, etc. In the second column have the students list skills they have such as: adequate typing ability, some shorthand some actual restaurant work, etc.

Then form groups of 3 or 4 students and have the students suggest as many job possibilities as they can think of which meet the qualities and skills of the student. Or, letters of application may be written.

How Do you Rate Me, Mr. Jones?

Suppose that the classroom situation is a job situation. The teacher is now the foreman or supervisor. Be as honest as you can and rate the workers in your class according to the following criteria. Be sure to tell the students ahead of time that you are rating them. Rate students: Excellent, Very good, Good, Fair or Poor on the following categories:

Appearance
- Grooming
- Poise
- Courtesy

Attitudes
- Initiative
- Enthusiasm
- Interest
- Tact
- Responsibility
- Alertness

Cooperation
- With Co-Workers
- With Supervisors
- With Customers

Industry
- Accuracy
- Speed

Production

BULLETIN BOARDS!!

I Need a Summer Job

Have pictures and lettering denoting these sources for getting a summer job:

Friends or family
Newspaper advertisements
Employment Office
Going to Employers

Or have samples of forms that people might need to fill out in order to gain employment such as: Job application forms, W-2 forms, Social Security forms, health insurance forms, life insurance forms.

Experience is the Best Teacher

Have illustrations of part-time jobs that young people can get during the summer to help them learn about money, job qualifications, etc. These experience jobs might be: running errands, yard work, carrying newspapers, detasseling corn, sacking groceries, helping with farm work such as baling hay, being an assistant to a worker such as a carpenter, etc.

Summer Leisure Cartoons

Have the students draw cartoons illustrating how they plan to spend or would like to spend their leisure hours during summer vacation. Each one should be in color and backed with bright colored construction paper. Mention should be made of the many different choices as well as how important it is to have leisure time to do the things that mean the most to them. Leisure time is an important time for developing one's self.

Vacation-Time Occupations

Have pictures of people who are engaged in vacation-time occupations. Examples might be: resort guides, tourist information attendants, swimming pool attendants and life guards, travel agents, bus drivers, motel managers, forest rangers, etc. Talk about what kind of people are engaged in each of these kinds of jobs and whether or not they are year-round jobs. What might the person do the rest of the year.

Its rolling meadows seem to
stretch for miles.
The green grass looks like
the painter has spilled his paint.
The gracious fields of corn
and beans flow out across the land.
This land I would not take a
million, for it is my home
which means a lot to me.
The people here lend helping
hands when you have a neighbor.
You know you have a neighbor,
not just people living nearby.
Our English may not be proper,
nor our hick town clothes,
But what this county really
means is apple pie and old blue jeans.
We don't have dress parades,
or big exquisite parties,
For the life in Cumberland
is simple, fun and interesting.
So you see, my friend, give
me a million, and I would give it back,
Cause nothing means more to
me, than to live where you
are free from other people's expectations.

By Marie McElravy
8th grade
Cumberland Junior High
Toledo, Illinois

TO BE or NOT TO BE

Diane Blair ..... Editor

CERL Staff

Carol Sanders ..... Project Director
Diane Blair ..... Project Associate

CERL Hotline 581-5524
CERL Hours
Monday-Friday 8:00-5:00

Friendship

Friendship is sharing things
With that one special person,
Who cares, helps, and solves.
Who can listen to your problems,
Who can listen to your joys,
Who can share anything, even your toys.
Everyone has that one special friend, to me,
That is you, and our friendship will never end.

By Christine Junes
8th grade
From "You Ain't Seen Nuttin' Yet." Cumberland Junior High
Toledo, Illinois

CREDITS

Some ideas for this month came from the following sources:

The Good Apple; World of Work by Dunn and Payne; "Inside Career Education," Springfield, Ohio; Bread and Butterflies; Value Clarification by Simon and Massey; Springboards, Special Service Supply; Farmer City-Mansfield K-6 Career Awareness Guide.

HAVE A GREAT SUMMER!!!

HAVE YOU RETURNED THE EVALUATION FORM SENT LAST MONTH? PLEASE DO!

"I WONDER WHAT IT WAS LIKE WHEN PEOPLE HAD TO LEARN BY HAND?"

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This newsletter is published pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Opinions stated herein do not necessarily reflect official Board policy.